

Intervention Practitioner – Person Specification

Qualifications

Essential	Desirable
Good standard of literacy and numeracy (GCSE Grade A-C or equivalent).	Evidence of further education beyond Level 2.
Training in a recognised emotional development programme.	SEND-specific qualifications (e.g. Autism, ADHD, SEMH).
Training in safeguarding and child protection.	Thrive Approach training.
Evidence of commitment to continued professional development.	Trauma-Informed training.
	First Aid qualification.

Knowledge, Skills, and Abilities

Essential	Desirable
Knowledge of therapeutic interventions	Experience delivering and managing therapeutic interventions.
Strong ICT skills for record-keeping and reporting (e.g. SIMS, Arbor, CPOMS).	Experience using emotional development assessment tools (e.g. Thrive assessments).
Effective communication skills for liaising with students, colleagues, parents/carers, and external agencies.	Experience working with external agencies (e.g. CAMHS, ADHD Foundation, YPAS).
Ability to maintain accurate records and provide detailed reports.	Experience with neurodevelopmental pathway referrals.
Knowledge of safeguarding policies, Data Protection, and Child Protection legislation.	Understanding of restorative practice approaches.
Ability to work independently and as part of a team.	Ability to deliver staff training on well-being and intervention strategies.
Ability to support students on a 1:1 or small group basis to enhance their emotional well-being.	Knowledge of PRU (Pupil Referral Unit) settings or similar environments.

Strong organisational and time-management skills.	Experience coordinating intervention referrals.
Ability to maintain confidentiality and act in line with safeguarding procedures.	Ability to contribute to the development of the school's intervention offer.
Ability to build trust and positive relationships with students.	
Ability to manage challenging behaviour calmly and effectively.	
Ability to motivate and encourage students to achieve their potential.	

Experience

Essential	Desirable
Experience working with students with Social, Emotional, and Mental Health (SEMH) needs.	Experience in a pastoral or intervention role within an educational setting.
Experience coordinating or delivering interventions to support student well-being.	Experience working with students in Key Stage 3.
Experience maintaining records and reporting on student progress.	Experience supporting students transitioning between settings.
Experience working with students on a 1:1 or small group basis.	

Professional Development

Essential	Desirable
Commitment to ongoing professional development in intervention and pastoral care.	Willingness to train in specific intervention programmes or approaches.
Willingness to attend relevant courses, including safeguarding and therapeutic training.	Participation in external well-being and intervention networks.
Commitment to understanding current policies on safeguarding, inclusion, and equal opportunities.	

Personal Attributes

- Empathetic and patient approach when working with students.
- Strong interpersonal skills and the ability to build positive relationships.
- Commitment to promoting equality, diversity, and inclusion.
- Ability to remain calm under pressure and manage challenging situations.
- A proactive and flexible mindset.
- High standards of confidentiality and professionalism.